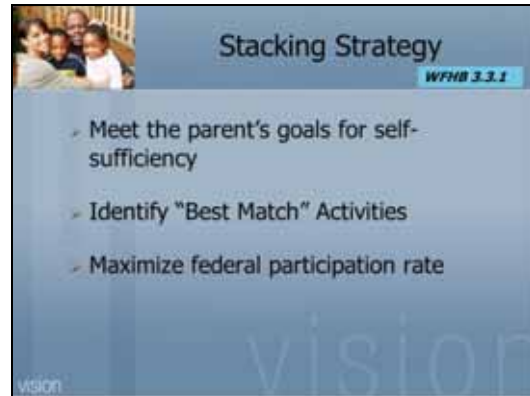




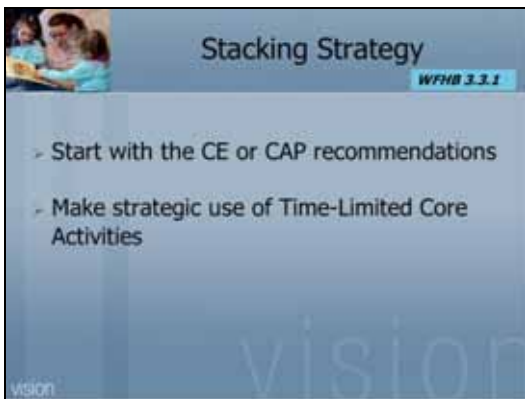
WorkFirst Forward

Slide notes: Welcome to the WorkFirst Forward IRP Building and Stacking Strategy presentation for all partners. You have viewed the core and non-core activities presentation and you have some tools to assist in your determination of the best match of activities to meet the parents goal of self-sufficiency while maximizing participation. With WorkFirst Forward, stacking strategies replaces bundling. The next step is to incorporate the WorkFirst "Stacking Strategies" in a way that includes input from the parent and all WorkFirst partners with the end result being an IRP that meets the parent's needs and skills and moves them towards employment. Please have your copy of the Stacking Strategy Chart and FLSA Deeming – Key Concepts for reference as we move through this presentation. Handout: Stacking Strategy Chart FLSA Deeming – Key Concepts



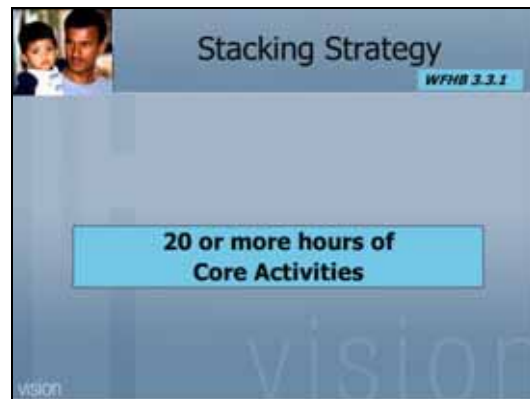
Stacking Strategy

Slide notes: Previously, combining 2 or more activities was called bundling. We required every parent to participate 32 to 40 hours a week if possible. The goal was to make the best use of all activities to help the parent move quickly from public assistance to self-sufficiency. Remember, stacking strategies replace bundling. We still require 32-40 hours of participation and our goals for families are the same. New federal rules require that 20 hours of participation are in core activities. As with bundling, stacking services may require a parent to engage in more than one activity at a time, sometimes working with different partners. The ideal stacking strategy begins with 20 hours of a countable core activity or activities. From there, stack 12-20 hours of additional core or non-core activities to engage the parent in full-time participation to move them towards employment. Take a look



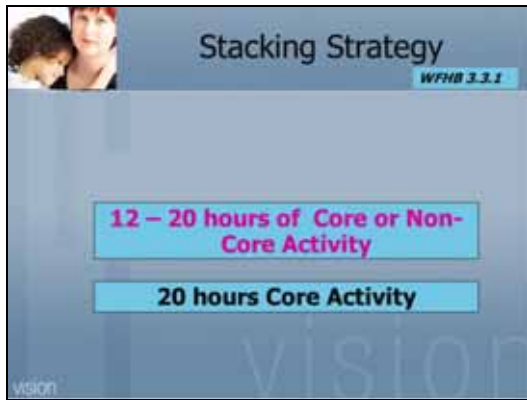
Stacking Strategy

Slide notes: Start with the Comprehensive Evaluation [CE] or Continuous Activity Planning [CAP] recommendations. What issues may need to be resolved? What does the skills assessment reveal? By gathering better information about the parent's skills and abilities we can more effectively identify suitable activities. As you build the IRP, it is important to optimize the use of time-limited core activities. Remember time-limits refer only to federal participation rates. Job Search and issue resolution may take longer. Continue in Job Search and/or issue resolution as long as those activities continue to move parents toward self sufficiency. A good question to ask: "is this an appropriate activity at this time and how does it effectively move the parent in the right direction?" We must strike a balance between providing the programs and services needed to help families be successful while meeting a



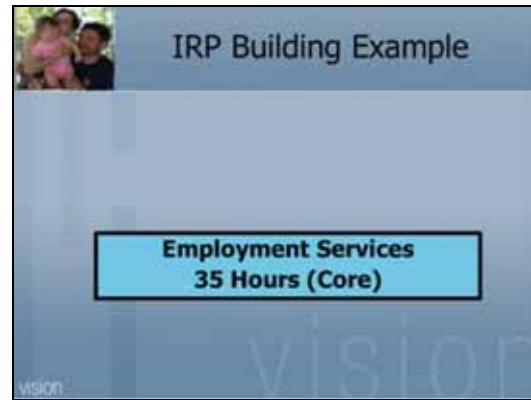
Stacking Strategy

Slide notes: Most parents will be expected to meet the 20 hours of core activity requirements. More than one type of core activity can be used to reach the 20 hour participation requirement. By adding a "good match" core activity, we can strengthen the parent's IRP foundation. On the Stacking Strategy Chart there is a column titled "Good Match Core" displaying examples of possibilities in each category. Both state and federal rules recognize not all parents are able to participate all the time. It is important to stabilize families, resolve issues, support Children's Administration plans and provide parents with exemptions when that is the best plan for the family. This supports our mission to foster safe families and thriving children. If the family discloses involvement with the Children's Administration, or if we discover the family is working with Children's, we must support requirements of a



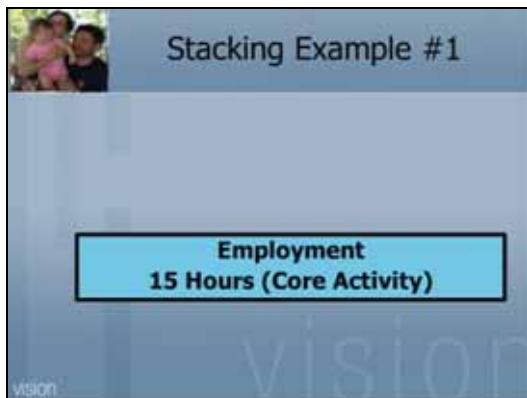
Stacking Strategy

Slide notes: After building the initial foundation of 20 hours of core activity, add 12 – 20 hours per week of core or non-core activities to bring the parent up to fulltime participation. The 12-20 hours can be a combination of the primary core activity, a good match core activity or a non-core activity. The non-core activities, such as skills enhancement training, basic education, high school or GED completion, can help the parent build skills and qualify for better jobs. Keep in mind that many parents will meet full-time core activity requirements with one activity, such as the standard 35 hours per week of Employment Services. With chart in hand, let's take a look at some examples.



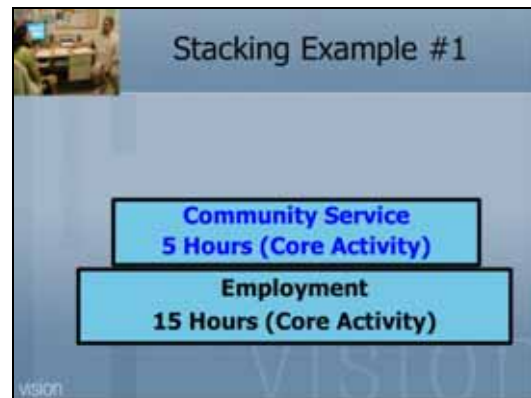
IRP Building Example

Slide notes: For our first example, we have a parent starting out with 35 hours a week of employment services based on her CE recommendation. This gives the parent 35 hours per week of core activities. The IRP can be complete with one core activity that meets the full-time standard of 32-40 hours per week. Keep in mind, each parent has specific and unique needs. Consider in each case whether it makes sense to add additional core or non-core activities up to 40 hours per week.



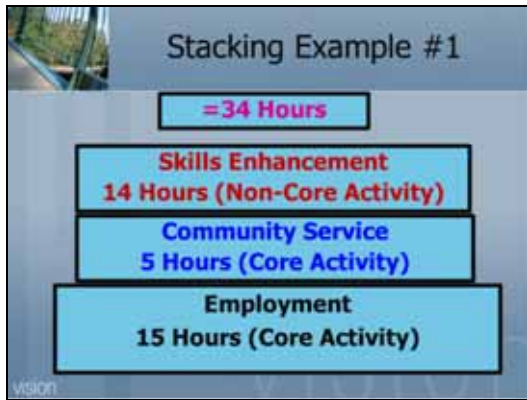
Stacking Example #1

Slide notes: For our next example, we have a parent working 15 hours a week. This gives the parent 15 hours core activities, but 20 hours are needed to meet participation requirements.



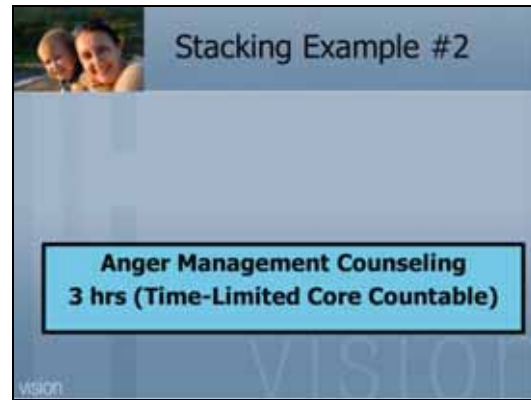
Stacking Example #1

Slide notes: A good match core activity may be The Community Service Program. In The Community Service Program, the parent could make contacts in the community, build skills and meet the 20 hours core requirement.



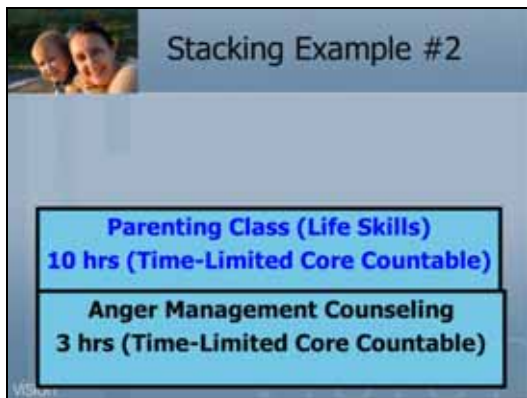
Stacking Example #1

Slide notes: The parent now has 20 hours in core activities and now needs 12-20 hours to get to fulltime participation. The CE recommendation suggests a skills enhancement computer class - a non-core activity. This adds up to 14 hours per week of class and study time bringing the parent up to fulltime participation of 34 hours. Recall from the Existing Services presentation that Skills Enhancement Training is short-term training. As the IRP is being built, talk to the parent about logical next steps when the computer class is completed, to avoid unnecessary gaps in participation. Our goal is 32 - 40 hours of participation. Consider stacking other activities that add value to the parent's goal of self-sufficiency.



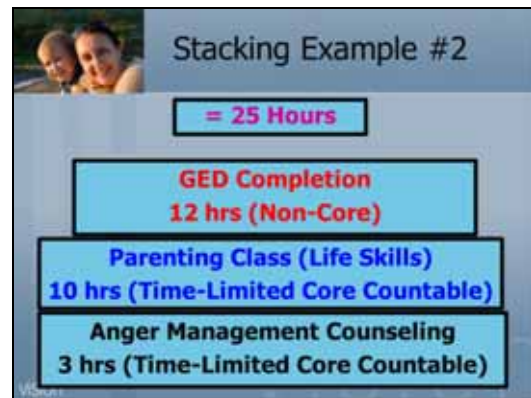
Stacking Example #2

Slide notes: In this next example we have a parent working with Child Protective Services [CPS]. Remember, we must always keep child safety in mind. Whenever a parent is involved with CPS, we must incorporate the CPS plan into the parent's IRP. We would normally begin with the core activity and stack other activities to bring the parent up to full-time participation. In this case we look at the CPS plan and go from there. In this example, the parent has a CPS plan that includes individual counseling for anger management, parenting skills and education. We begin with a core activity - anger management and parenting skills. Anger management is considered a countable mental health X code.



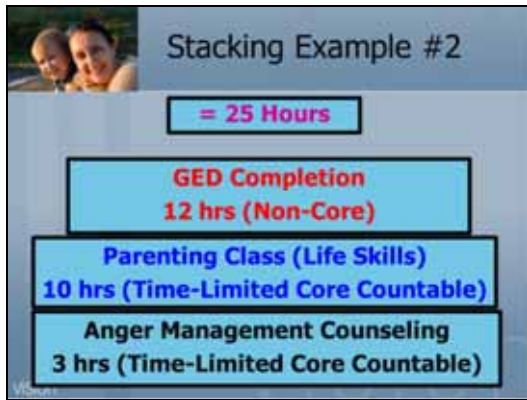
Stacking Example #2

Slide notes: The CPS plan also includes a parenting class, considered a life skills training. Life Skills are core activities under the countable X codes. These are activities that are in the best interests of the family and the safety of the children.



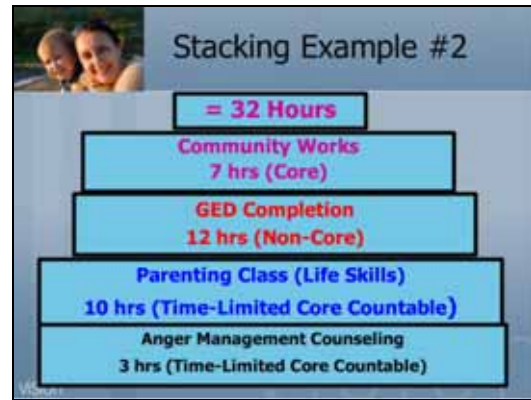
Stacking Example #2

Slide notes: The CPS plan also requires the parent to participate 2 hours a day, 3 days a week in GED completion. The parent spends another 6 hours a week studying. The GED and study time are non-core activities. The CPS plan is a total of 25 hours per week. Our commitment to work within the CPS plan is essential to enable the parent to keep the children in their home and to be able to progress onto more fulltime, countable activities in the future. The WFPS or WFSW must communicate with the CPS worker to update changes in the plan or to know when the parent is able to increase participation. The parent does not meet federal participation requirements but the CPS worker advises that the parent cannot handle more at this point. Because we are following the CPS plan, we are doing what is best for the families long term self-sufficiency.



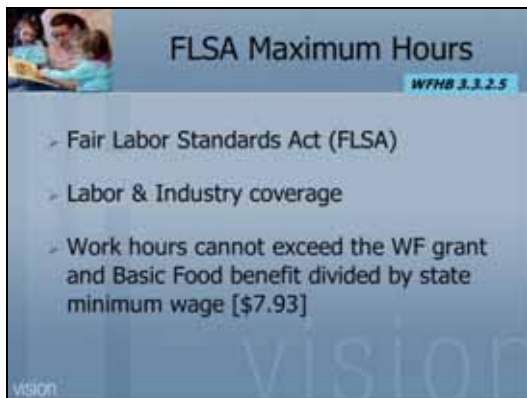
Stacking Example #2

Slide notes: Same parent, same family situation. It is now 1 month later and the WFSW receives a call from the CPS worker telling him that the parent is now able to increase participation hours. The CPS worker recommends a vocational activity to help the parent get some experience in a work setting. Look at the stacking chart and think about the options that might be a best match for this parent and also increase federal participation hours.



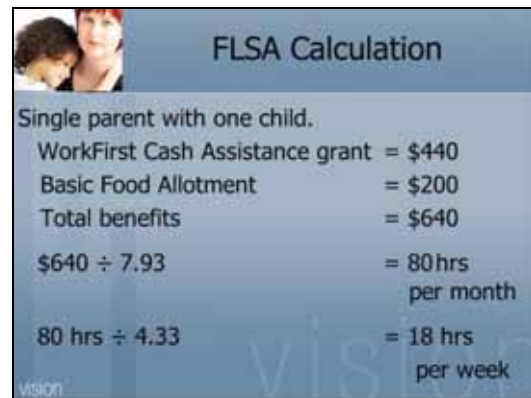
Stacking Example #2

Slide notes: A Continuous Activity Planning Session is completed with the parent, the WFPS, the WFSW, the CPS worker and the college WorkFirst coordinator. The College states the parent is very close to completing the GED requirements, and the CPS worker supports the parent's statement that she is ready for additional participation. The CAP agreement includes a referral for Community Works for 7 hours per week to start. Now the parent meets federal participation requirements while continuing to follow thru with her CPS plan. Once the GED requirements are completed, the plan is to increase the CW hours so that the parent can move closer to unsubsidized employment. As we are adding unpaid work hours, we must now consider the Fair Labor Standards Act [FLSA] requirements.



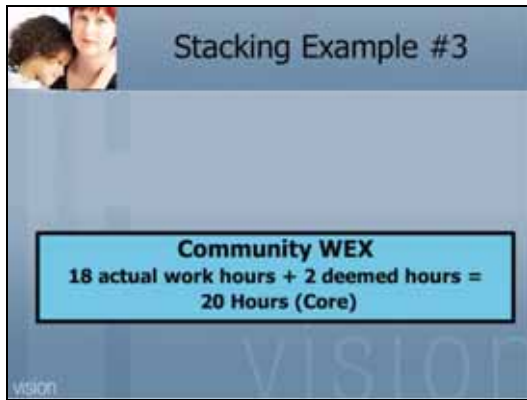
FLSA Maximum Hours

Slide notes: The Fair Labor Standards ACT [FLSA] applies to parents who are participating in unpaid work. Unpaid work activities include Community Service, Community Work Experience, Community Works and Work Experience. The first rule is that unpaid work must have Labor and Industry coverage. The second rule is work hours cannot exceed the FLSA maximum hours which is the combined WorkFirst grant and Basic Food benefits for the members of the WF Cash assistance unit, divided by the state minimum wage of \$7.93. Parents who participate in unpaid work activities up to the FLSA maximum hours for the month meet their full core activity requirement. An on-line calculator has been developed and is currently available for DSHS staff as a link in the WF Handbook section 3.3.2.5. The intent is to move this tool to eJAS. Let's take a look at an example of the calculation.



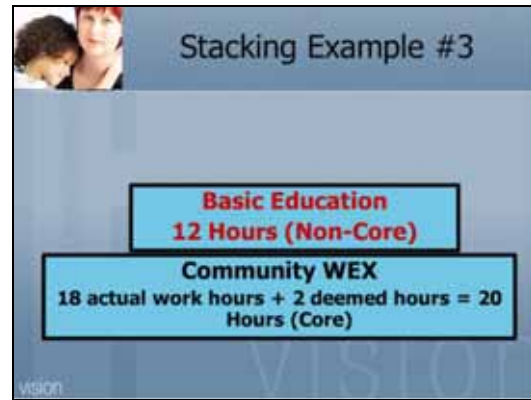
FLSA Calculation

Slide notes: In this example, the CE recommends Community Work Experience. Because this is an unpaid work activity, we must determine the maximum allowable FLSA hours. The calculation is based on the WF Cash benefits and the BF allotment for the members of the WF Cash assistance unit only. Any pro-ration required will be performed by the online calculator. Instructions for the manual calculation is located in the A-Z manual under 388-444-0005. In this case, the total WF cash and BF is \$640. Divide that total by the state minimum wage of \$7.93 to get the maximum FLSA hours per month – in this example, 80 hours. Divide the monthly hours by 4.33 to get the maximum hours the parent will be doing Community Work Experience each week. In this case, it will be 18 hours per week. DSHS provides the FLSA maximum hours to providers. The provider will use this



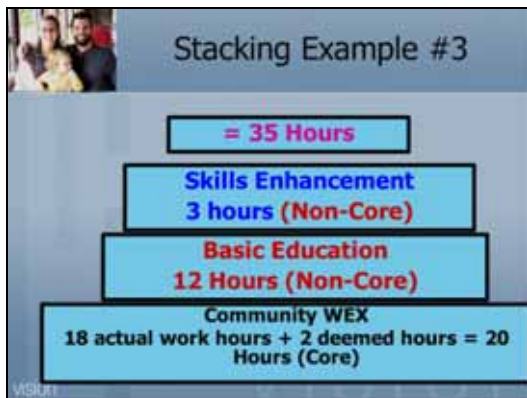
Stacking Example #3

Slide notes: We can begin stacking with 18 hours a week of Work Experience - the primary core activity. Because the parent is working the FLSA maximum hours, we can “deem” – that is round the 18 hours up to 20 and consider the Core requirement met. Be sure to show the actual hours worked on the IRP and the Ejas component code.



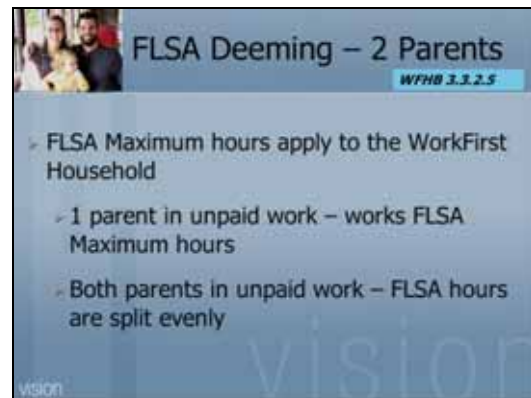
Stacking Example #3

Slide notes: Next, stack the Basic Education to add 12 hours of non-core activity. Keep in mind, that we are meeting federal participation at the core level due to the deeming allowed by FLSA.



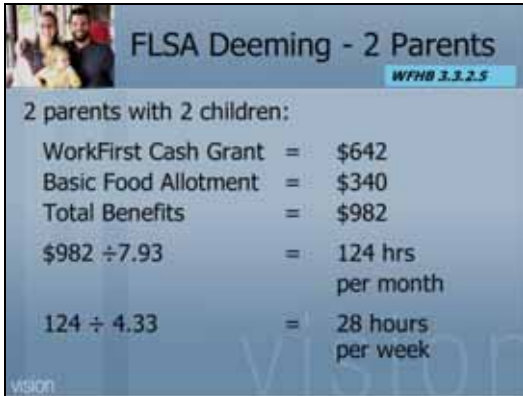
Stacking Example #3

Slide notes: The CE also recommends cashier training as a skill the parent needs to get a job in her chosen field. When this skills enhancement training is stacked with other activities, total hours of participation are 35 hours per week. Our goal is 32 - 40 hours of participation. Consider the unique needs of the parent to determine whether stacking additional 5 hours of participation makes sense for this parent and their goals.



FLSA Deeming – 2 Parents

Slide notes: FLSA maximum hours apply to the WorkFirst Household. If only one parent is in unpaid work, that parent can work up to the FLSA maximum hours for the Assistance Unit. If both parents are in unpaid work activities the hours are split evenly between them. Whether it's one parent working the FLSA maximum or two parents splitting the FLSA maximum, if the FLSA hours are less than 20, we can deem to 20 hours. Add good match core and non-core activities bringing the parent up to full-time participation. Put the actual number of each parent's unpaid work hours on the IRP and the ejas component codes.



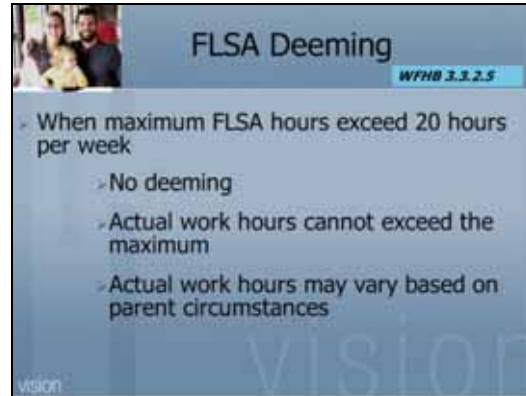
FLSA Deeming - 2 Parents
WFHB 3.3.2.5

2 parents with 2 children:

WorkFirst Cash Grant	=	\$642
Basic Food Allotment	=	\$340
Total Benefits	=	\$982
$\$982 \div 7.93$	=	124 hrs per month
$124 \div 4.33$	=	28 hours per week

FLSA Deeming - 2 Parents

Slide notes: In this example, the maximum FLSA hours are 28 per week and both parents are in unpaid work. Our parents share the income and the maximum hours; therefore, we must split the hours between them. In this case, each parent can participate up to 14 hours per week. We deem each parent up to 20 hours. Now, each parent will need 12-20 hours of other countable activities. Put the actual number of each parent's unpaid work hours on the IRP and the ejas component codes. ***Again, boxes displaying stacking will be developed in Captivate***

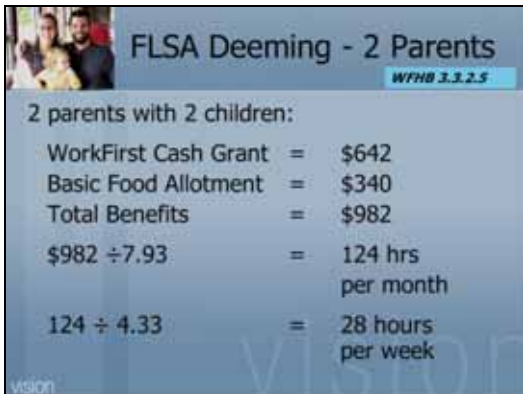


FLSA Deeming
WFHB 3.3.2.5

- When maximum FLSA hours exceed 20 hours per week
 - No deeming
 - Actual work hours cannot exceed the maximum
 - Actual work hours may vary based on parent circumstances

FLSA Deeming

Slide notes: There will be times when a parent's maximum hours will exceed 20 hours per week. When this occurs there is no deeming. There are two options when a parent's FLSA maximum hours exceed 20 hours per week. The first option is to work the maximum FLSA hours in the unpaid work activity. Actual work hours cannot exceed the maximum FLSA hours. The second option is to work fewer hours in unpaid work based on the parent's circumstances and stack the IRP with additional core and non-core activities appropriate to the parent's goal. – let's look at one final example.



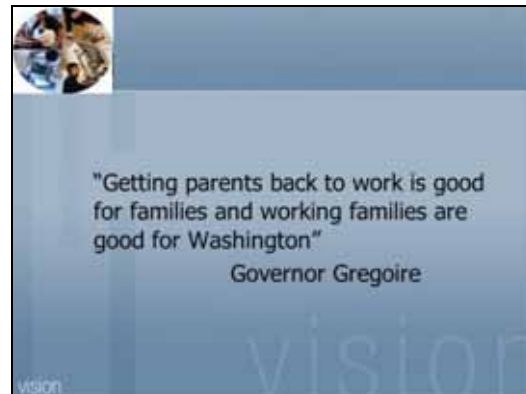
FLSA Deeming - 2 Parents
WFHB 3.3.2.5

2 parents with 2 children:

WorkFirst Cash Grant	=	\$642
Basic Food Allotment	=	\$340
Total Benefits	=	\$982
$\$982 \div 7.93$	=	124 hrs per month
$124 \div 4.33$	=	28 hours per week

FLSA Deeming - 2 Parents 2

Slide notes: The participating parent can work up to the full FLSA maximum of 28 hours per week. Since the FLSA maximum is more than 20 hours per week, there is no deeming. We are able to count the actual unpaid work hours as core activity. This parent will require 4 – 12 hours additional hours of core or non-core activities to bring them to full time participation. Be sure to show the actual number of work hours on the IRP and on the ejas component for the parent participating in unpaid work. The parent who is not participating in unpaid work is still required to participate full-time with 20 hours of core activity and 12-20 of core or non-core activities, but in this case, there are no available FLSA hours for additional unpaid work. Clear and up to date documentation regarding the use and availability of FLSA hours in 2 parent households is essential to ensure compliance with the Federal



"Getting parents back to work is good for families and working families are good for Washington"

Governor Gregoire

Slide 24

Slide notes: This completes the IRP Building and Stacking Strategies presentation. The Stacking Activities Chart will be a helpful and easy tool to use when you begin the process of determining the WorkFirst parent's participation requirements. Using the stacking strategies, WorkFirst partners will continue to work together to hold parents accountable and maximize participation in countable activities. Our partnership continues to confirm our commitment to help families achieve self sufficiency even as federal requirements drive changes in the WorkFirst program. Each parent must be given the opportunity to participate in the most appropriate activity that will lead them to employment. Our goal continues to be striking a balance between providing programs and services needed to help families succeed and children thrive, while meeting federal participation requirements. Child



Optional Certificate

Slide notes: Thanks for your attention to this training session. A certificate of completion is available by clicking on the box on your screen and then printing.